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ABSTRACT

Focusing on strategies for including technology in instruction, college services, and campus management, this Plan reviews goals for technology development at California's Cypress College (CC) from 1996 to 2000. Following a list of Campus Computer Technology Committee (CCTC) members, part 1 discusses technology development at CC, reviewing long- and short-term needs and the role of the CCTC. Part 2 focuses on ensuring access to technology, highlighting needs to standardize hardware, software, and networks; develop a technology staff and provide adequate technical support; develop facilities to allow access to the Internet; and design a World-Wide Web page for the college. Part 3 discusses support services for technology at CC, considering issues related to faculty training to integrate computers into the classroom, the duties of a technical support unit, and staff training to use new equipment. Part 4 describes the development of the campus networking system to accommodate new technology, describing the existing infrastructure and needs for direct Internet and microwave links. Part 5 reviews college needs to become compatible with emerging technologies, while part 6 discusses strategies for paying for new technology, such as pooling resources or forming partnerships with business, industry, and government agencies. Finally, part 7 provides time lines for the specific goals of developing a networking system, developing a process for equipment replacement and acquisition, building a technology staff, and providing support services. Lists of computer stations and available computers at CC are appended. (HAA)

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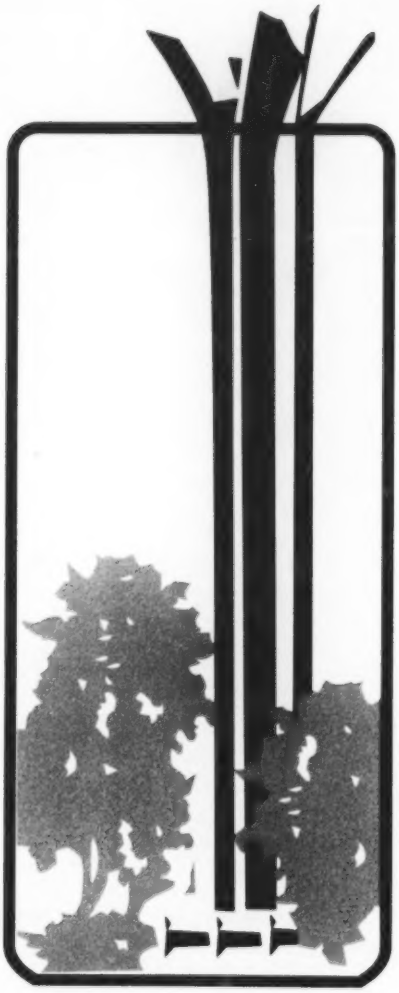
Cypress College Campus Computer Technology Plan



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Cypress College

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COMMITTEE MEMBERS WORKING ON PLAN

Iris Blevins	Bookstore Representative
Dean Pilyeu	Counselor
Kay Bruce	Dean of Instructional Development, Technology Chair
Mal Bruce	North Computer Lab
John Buchanan	Instructor, History, Social Science
Bonna Campellone	Instructional Administrators Representative
Joe Catanzarite	Science, Engineering & Math Representative
Fred Calhoun	Director EOPS and SEDC
Hong Chi	Instructor, English, Language Arts Representative
Arnette Guyer	Maintenance and Operations Representative
Stephanie Hammond	Admission and Records Representative
Renie Harter	Bursar Representative
Sue Hawley	Language Arts Office Manager, CSEA Representative
Mike Johnson	Instructor, Graphic Arts, Fine Arts Representative
Rob Johnson	Instructor, Photography, Technical Ed Representative
Joke Koo	Child Care Representative
Carol Lewis	Instructor, History, Social Science Representative
Dick McIntosh	Instructional Administrators Representative
Dick McKnight	Business & Computer Information Systems
Marlene Miranda	Financial Aid Representative
Debbie Pasquale	District Information Services
Jack Raubolt	Director, District Information Services
Tom Reeve	Instructional Administrative Representative
Cindy Ristow	Library Administrative Assistant, Library Representative
Lynn Ross	Health Science Representative
Susie Simmons	Office Managers Representative
Vicki Sykes	Administrative Secretaries Representative
Chris Terry	Disabled Students Program and Services Representative
Tom Wallace	District Information Services
Carol Zakala	Health Science Representative

I. Technology Development

Cypress College's vision is to build **a Strong Campus-wide Learning Community.** Technology is rapidly transforming almost every facet of society, including education. Cypress College Campus Technology Committees have been developing a plan which will bring the campus into the twenty-first century with specific goals to include technology in instruction, services, and management of the campus. The **student** is the focus of the plan, with the outcomes developed around the changing methods of teaching and learning. The Cypress student has changing expectations for access to technology in all aspects of the campus. Access to technological tools enable instructors to better meet these students' different learning styles and needs with greatly enhanced independent and collaborative study skills. Managers' and classified staff's work load will continue to change because of technological opportunities that help to better serve students.

Technology development in the instructional arena is restricted at Cypress due to limited budgets, lack of workshops in advanced technologies, and lack of facilities. It is a merry-go-round. In 1981, this committee's dream was to have 200 personal computer stations available for students. In 1996, there are over 600 instructional stations being used in all divisions and most service areas. In addition, there are another 200 stations used by staff on campus, however, many are antiquated. Not only does our teaching reflect outmoded methods and equipment, but our entire approach to learning has remained extremely narrow, particularly in the face of new sociological, psychological, and physiological research pertaining to the learning process. New research about the way in which we process and retain information demands that our approach to teaching, as well as our methods, change radically and quickly.

Administrative technology is used for word processing and data collection through the mainframe. The budget is available through the mainframe in read-only format for managers and classified staff. Student Service reports are available through the Electronic Reporting System (ERS). E-mail is part of Omnimail and is limited to a twice a day delivery from Internet. Omni-mail is more widely used, but managers have not fully adopted it as the main mode for communication. Finally, there are twenty-three FAX machines available throughout the campus.

In order for Cypress College to be competitive in the education market, the college must have a strong technology component in its curriculum. Private and other community colleges are rapidly moving into technology based formats enticing students, employers, high schools, and the community to come to their schools. Formats include offering Distance Leaning via cable television, Internet, learning tapes and CD-ROMs.

Framework for the Plan

The Cypress College Campus Computer Technology Committee has developed a framework for this technology plan:

- Access to Technology
- Support Services for Technology
- Networking
- Changing Technology

The approach used by the committee was to first define the needs that each of these issues raises and define ways that these needs could be met. As the study progressed, the needs that were common among all four issues were: funding, use of human resources for technology, and continual support for advancing technology on the campus.

Sections II through V of this report present each of the four issues, the needs found within those issues, and ways that these issues can be accomplished. Section VI presents the needs that are common to all issues, and section VII presents the committee's recommendation plan.

Long and Short-term Needs

In order to develop and maintain a vigorous, up-to-date learning and teaching environment, the following long and short-term needs must be addressed.

- ***Provide easy access to technology by improving/modifying facilities***
  - Upgrade classrooms and lecture halls to accommodate new technology (computers, projection systems, laser disk players, etc.)
  - Set up CAI Systems in classrooms and lecture halls
  - Develop hardware distribution that facilitates in-class multimedia instruction and independent study/skills labs
  - Develop hardware and software standardization
  - Develop hardware and software upgrades on a regular campus-wide basis to stay current with industry standards
  - Provide testing centers for Student Service and Instructional Needs
  - Assess technological needs for counseling, Admission and Records, Financial Aid to increase access for students
  - Provide "Plug-in" services for student and community users to access our networks
  - Use technology for support services such as fire alarms, security, and facility maintenance
  - Access for students to their academic records; academic progress for graduation, certificate completion, transfer monitoring
  - Provide student access to listings of employment opportunities during the semester and on completion of their goals; obtain information on events and any other support system on campus

- ***Increase flexibility in curriculum to accommodate new technology and methodologies***
  - Develop creative scheduling
  - Study the effectiveness of modification of class size
  - Provide testing centers where student can take their tests on computers with the results being supplied immediately to the instructor and students

- ***Introduce an aggressive staff development program to build and support the necessary knowledge base for implementing the new technology tools in the classroom, for student services, for management, and for administrative services***
  - Develop flex activities to demonstrate advantages of utilizing the new technologies available in the classrooms
  - Schedule on-campus computer and instructional methodologies training on a regular basis
  - Use "Master Teachers" who have already fully incorporated the new technologies into their instruction to work one-on-one with faculty
  - Provide incentives for the development of innovative instructional delivery systems
  - Plan an aggressive in-service training to complement new hardware and software

- ***Provide the appropriate level of support services***
  - Provide easily accessible computer assistance for users
  - Analyze current/future support service needs for computer labs and staff
  - Provide adequate support personnel to meet the needs of the hardware and software
  - Set priorities for support needs
  - Establish a network to allow remote support

Campus Computer Technology Committees

In the next four years, it will be important to have the involvement of all constituencies who use computer technology involved with the planning, implementation, and evaluation of an on-going plan. In Fall 1996, the Instructional Technology and the Support Services Committees will continue to meet separately until common issues are identified with specific needs to merge the two committees. The Instructional Technology Committee's focus is on the classroom while the Support Services Committee's primary focus will be to support the non-classroom needs of the institution. Planning specific areas like networking, support staff, staff development, and budget will demand cross-communication between the two groups.

II. Access to Technology

In planning access to technology there are two distinct areas that need to be considered: who is allowed access and what kind of information and technology is included in that access. The explosion in the use of computer networks, in particular the Internet, have made it obvious that students, faculty, and staff have an urgent need to be given access to technology appropriate to their learning needs and interests. Once this goal is achieved, the college can assess the impact and appropriateness of offering access to the community. In order for this technology to be used effectively, we must carefully plan what kinds of information are made available and how it is made available. We must make provisions for the special needs of the persons who are economically and physically disadvantaged as well as the needs of the culturally diverse community we serve.

Assessment of Current Technology

Because students, faculty, and staff need access to technology, the next logical step is to determine what is required to provide the access. A careful **assessment of the current technology** available on campus, including that in student services, administrative services, and administrative and instructional equipment, needs to be conducted. Included in this assessment should be:

- What is the level and magnitude of use?
- How can we make what we have now more accessible to more people?
- What substandard equipment requires immediate replacement?
- Who currently has no access to technology?

Standardization of Hardware, Software, and Networking

The access and utilization of technology needs to be structured and/or standardized. This is so the entire campus community is aware of how to access and use the technology. Currently technology is upgraded on a haphazard basis as service areas, divisions and departments on campus find funding. This has led to an enormous inconsistency in the level of hardware and software used and is impeding productivity. **Standardization of hardware, software, and networking** will increase access for more users. Establishing standards for technology in student labs will make the transition between labs smoother for the students. They will be able to go from one lab to another on campus and use the same procedures for operating the equipment. Therefore, student concentration can be on the learning process of the subject matter, not the learning process of using the technology.

Creating a Technology Staff

The problem for Cypress may be that the campus has not institutionalized technology. Currently there is no central office or point of coordination for campus-wide responsibility. The solution to this lack of campus-wide coordination appears to be **creating the position of a Director of Technology** who would be responsible for the entire campus' technology budget. This individual will have the authority to make decisions commensurated with senior level responsibilities. Additional functions will be to look for new and innovative technologies and funding sources. The advantages of creating such a position would be:

- Better utilization of existing funds by an independent, knowledgeable individual who will responsible for assessing and prioritizing the technology needs of the campus with the Campus Technology Committees
- Planned hardware and software upgrades which will be consistent throughout the campus appropriate to the users' needs
- Centralize support services with the use of technology to allow decentralization of access of the services
- Centralize purchases of equipment for people with special needs instead of individual departments trying to supply the necessary equipment for physically challenged students
- Better utilization of equipment through inventory control and recycling
- Oversight of day-to-day Operations

Technical Support

Needed immediately is a 40 hour a week Project Leader, Range 52, to establish the networking protocols, to work with the new writing center and other student labs, to establish the Internet identifications and home pages, and to coordinate the activities with the District Information Services staff.

Computer laboratories which serve the campus, divisions, or large departments should have adequate staffing to support the learning needs of students. The staff will be responsible for serving students, training tutors, scheduling, daily operating of the hardware and software. Areas in need of assistance are the North Computer Lab, Writing Lab, and Health Science Lab.

Student and Staff Access

On-campus access to information through technology is first and foremost developed for the STUDENTS at Cypress College. The students and staff through Internet, e-mail, and cable will have access to:

- Grants
- Transfer information
- Matriculation
- Articulation agreements
- Career information
- Financial aid information and Applications

- Grades
- Transcripts
- Assignments
- Attendance
- Campus Wide Information Systems for catalogs, library information, and class schedules
- Access to unlimited information via the World Wide Web
- Student Web pages for resumes and multimedia projects and portfolios
- Student employment and placement opportunities
- Sports events
- Theater events
- Government business
- Interaction with EDD, Social Services, and Rehabilitation

Currently there are only 17 computer stations in the North Computer Laboratory and 23 in the Humanities Learning Center available for open access to students. Others are available through course registration. **There is a need for a larger centralized area for serving all students who need access to computers.**

The North Orange County Community College District through its Master Plan has determined that Cypress College has first priority for a Library/Technical Applications Center. An Initial Project Proposal was submitted to the Chancellor's office for a 16.1 million dollar building and equipment grant. This would include one hundred twenty-five computers in a central learning environment with an additional one hundred fifty-five workstations throughout the library. It will have twenty-four computers in a Faculty Learning Center plus eight Collaborative Learning Areas. Internet will be available through ten additional stations. Fall 2002 is the targeted date for moving into the new facility if funded.

Community Access

After the on-campus needs are analyzed and addressed, the issue of granting people outside the college community access to our technology could be addressed. Issues to be included in this assessment are:

- What would be the advantages of offering access?
- What security issues need to be addressed?
- What campus/district information would be made available?
- What would be needed to support this kind of access both in terms of users and technical support (i.e. Providing sufficient network ports for remote access)?
- To whom should this access be offered and at what price?

Distance Learning

New ways of offering education should also be considered. Distance Learning programs need to be included in any plan to expand our technology to the community at large. Partnerships with businesses and industry, which would allow the employees access to the Internet through our network, in exchange for fees or equipment, could prove extremely beneficial.

Offering courses over the Internet is no longer a theory but a reality. This type of Distance Learning would offer more flexibility for scheduling, time management, and information rich resources. Technology includes the use of cable and satellite television for courses, information delivery, and entertainment. Marketing of programs and campus events would be planned with the use of technology: cable, Internet, and CD-ROMs.

Information Security

When the kinds of information to make available is considered, the design of our user interface to campus/district/world information will be critical and will determine the ultimate success of our network and our users. Careful considerations must be given to:

- What kind of information is made available
- Who gets access to that information
- How that information is presented
- Implementation of secure "fire walls" (Security for information)

Attention must be given to student privacy issues, the security of student records, appropriate use of computer time, and the potential risk of computer viruses.

World Wide Web-Internet

At this time, the easiest method to navigate the Internet is by using the World Wide Web. A "home page" for Cypress College will be the first screen any user would see when entering our system. The design of this 'page' will be critical to the success of our entire system. Ease of use must be our first and primary consideration. Some of the access points that could be included in our home page are:

- The library automation system (electronic catalog as well as CD-ROM databases)
- Admissions and Records (catalogs, schedule of classes, grades, transcript requests, registration)
- Counseling (appointments, on-line counseling)
- Campus Publicity (theater programs, sporting events, AS sponsored activities)
- Instruction (homework assistance, lecture notes, e-mail to instructors)
- Gateway to the Internet

User Support

Our second consideration in offering access to technology must be **user support**. An expanded HELP DESK, which will include Information Services specialists, librarians, and instructors must be available to assist users with not only technical questions but research questions as well. The Library will become the center for user support. Students already have difficulty with the critical thinking skills required to use the limited number of databases we currently have available. We must be prepared for the problems that will occur when literally millions of pieces of information are made accessible to students. The challenge will be to keep the information simple. We also will need to be able to advise students on the appropriate computer equipment to purchase for home use so that it is compatible with our network. The Internet is too vast for any one entity on campus to "own". The library will act as a centralized location for any user needing assistance, with additional expert assistance available in each discipline.

Summary

Access to technology is a critical part in meeting the learning needs of the students and staff at Cypress College. Providing proper access includes assessing the current technology, establishing standards, defining the types of access that is needed, and putting into place human resources to provide proper technical and user support.

III. Support Services for Technology

Although having access to hardware and software is critical for technology utilization, the support system cannot be undersold. State-of-the-art technology will lack in effectiveness and efficiency without proper support. It is critical that the right people are in the right place to provide appropriate and adequate support to users.

Instructional Expertise

Computer Technology should be considered a tool in the instructional environment. The primary focus of an educational system is to support the learning process of our students. Instructional expertise will require a continual investment in faculty and staff training to support the variety of computer laboratories at Cypress College. In addition to training, an organized approach of delivering that knowledge and expertise to the student must be implemented. Proper know-how in the computer labs is essential for using the area as a learning center. This may take the form of assigning faculty and other instructional staff to the labs as part of load or office hour assignments. There must be trained personnel available to serve as tutors, maintain security, even open and close the labs. The use of electronic attendance in the labs and potentially in the classroom helps to facilitate efficient record keeping.

Technical Support

Hardware and software expertise will be required to plan, design, implement, and maintain the variety of computer systems at Cypress College. This function will most require a strong relationship between the various administrative and instructional interests at Cypress and District Information Services. Technical Support will be responsible for the following:

- Evaluation of existing levels of technology
- Understanding of needs in order to find the right technology
- Analysis of types of technology with price variation and justification
- Standardization for increased efficiency for students, staff, purchasing, and maintenance
- Coordinated efforts among Cypress, Fullerton, Adult Education, and the District for maximum efficiency
- On-going Inservice for technical support to stay current with technological changes

Staff Development

Support for training the staff begins with inservice on the hardware and software. Hands-on experience is the only way to learn how to use technology. Once one person has learned, this "master" teacher often becomes the guru of the area. Teachers must be taught before they can teach students. Again it is apparent that the TOTAL cycle is: need, inservice, hardware, software, and then the student outcomes. Staff Development must be budgeted as a part of the technology cycle. Technology training should be an automatic component of the campus staff development program. There should be a monetary amount set aside each year. If the college has a genuine interest in building a technological infrastructure, a good place to start is by the allocation of annual training monies and coordination.

IV. Networking

The campus is currently connected with a broadband/microwave network. This system consists of a cable network connecting most buildings on campus and a microwave link to Fullerton College which provides access to Fullerton and Adult Education facilities. This network provides access to a variety of administrative systems including student records and the district-wide electronic mail system, Omnimail. However, this cable network does not currently accommodate new local area networking technology which is required for connecting student labs. In order to have access to information, one of the first issues is to examine ways to develop a networking system.

Infrastructure

Our campus was built in 1966 with little knowledge about networking and the need for a backbone cabling system, albeit a phone network and conduits were included in the initial plans. Now a fiber-optic backbone system is needed in order to connect all

areas. Both inter and intra-building connectivity standards are needed for classrooms, laboratories, offices, and service areas. Networking is the key for the twenty-first century; no longer will stand-alone stations be adequate to meet the changing needs of the campus. A fiber-optic based network will be the backbone for networking the campus. Wireless technology will be closely evaluated as it becomes more available. Currently Cypress College has Local Area Networks (LANs) in Business, Health Science, and the North Computer Laboratory. The Graphic Arts and Automotive Laboratories do not have networks. The new writing lab with thirty Pentiums will have a network system but it does not have access to the Internet.

A network infrastructure opens the door to the sharing of resources. A network backbone can be designed to provide a path for not only data, but other telecommunication processes including video, teleconferencing, fire alarms, and security systems. New networking technology will allow the sharing of services throughout the district. The sharing of resources will be a key to the cost effectiveness of the network.

New networking technology will also provide remote access for maintenance. Functions such as loading software, performing software controlled maintenance, installing upgrades, and applying configuration changes can all be performed on fileservers, workstations, and network components from remote locations. Remote access can make better use of human resources by centralizing support, reducing travel time, and expediting problem resolution. By providing proper training for student assistants, faculty and staff, support of technology issues can be facilitated.

The computer of the future is not the PC on a desk, a fileserver in an office, or a mainframe on a computer floor. The computer of the future is a network connecting all these systems to one another as well as to the Internet. Properly designed, new network technology will provide a cost effective system because it will promote the sharing of information, telecommunications, computing, and human resources.

Internet

Internet is currently limited to five stations in the North Computer Lab and one station in the Geology Lab for student use. Three PC's in the Science Engineering and Mathematics Division are connected to the Internet for faculty use, located in the faculty computer room, and the Biology and Physical Science stockroom areas. There is only one NASA dedicated line of 56 kilobits/sec. Several other areas, the Library, and a few offices are connected via modem to the Internet. In fall 1996, five workstations will be connected to a T-1 line in the Library.

Microwave Link

The campus is microwave connected to the District with access to Fullerton and Adult Education facilities. The Administrative and Student Support areas are connected by coaxial cabling which is being used for the Omnimail system and e-mail from Internet. The system is very limited with an inability to operate state-of-the-art software.

Admission and Records currently is using technology for phone in registration, however grade distribution, transcripts, and student evaluations for graduation are completed manually.

V. Changing Technology

Changing technology addresses the issue of creating learning environments with new and changing tools. It is important that the faculty have access to the newest technology first. In order for the knowledge to be passed on, the faculty must have exposure, training, and the means to deliver this knowledge. A **Faculty Learning Center** will include state-of-the-art technology with adequate support personnel to help the faculty learn and adapt the software to their needs. In order to have **time** to learn new technologies, there must be incentives for faculty development. The systems of scheduling, facilities, equipment, and software availability are all a part of developing access to the newest and best technology for the students.

VI. Planning and Paying for Technology

Cost effectiveness must be considered for implementation, support, and usage of a new network infrastructure. This includes setting standards for hardware and software. The design of the network must be upgradeable and flexible.

Paying for technology is not a one-time event, but a continual, yearly activity in the budget. The cost of technology continues to be a major expenditure even when individual stations become less expensive. Technology changes so rapidly that a four-year cycle is too long. In most situations eighteen months is maximum, but reality at Cypress College is that the technology received may be used for ten years. New fiscal strategies must be found to break this cycle.

Fifteen years ago, the number of requests for computers were small, and the dollar amounts were equally as small. Now the requests at Cypress are well over the million dollar mark. Moreover, the shelf life of a computer is shortening each year. Computing power is decentralized and delivered through the personal computer. One study of over 1,000 academic two- and four-year colleges and universities reported that "There has been little real progress at most campuses in developing capitalization plans to acquire and retire computers, software, and related technology resources"

("Paying for Technology," *Syllabus*, December 1995). So we are not alone, but what do we do?

- Pool Resources
- Cultivate Partnerships with Business, Industry, and Government
- Examine fiscal policy
- Reexamine how we are currently using our resources

Pooling of Resources

No division or area will be able to receive something every year when items are extremely costly. By pooling resources, one area will be funded one year with other areas following in sequence. This means that the plans that are written for the campus and for individual programs must be coordinated. The four-year cycle of the Program Review incorporates the plans for the needs of the area with projections for the future.

Partnership with Business, Industry, and Government Agencies

Partnerships have been limited in the past, now is the time to reexamine the possibilities of training the workforce by expanding interaction with local companies. In the Health Care Industry, hospitals, clinics, and offices have long been the learning environment for those workers. The learning curve would be less and the outcomes for students more assured if more internships were established.

The Foundation as a Vital Link with Technology

The Cypress College Foundation is interested in developing a capital campaign for Technology Development on campus. This initiative will be pursued diligently in 1996-1997. The joint effort will be for procuring grants through private foundations, federal, state, and regional projects.

VII. Operational Plan with Timelines

With the conceptual framework in place for the Cypress College Technology Plan, the next step is to operationalize with specific goals, activities, responsible persons, time lines, and budget implementations.

Goal: To develop a NETWORKING System for Instruction and Administration.

Activities	Responsible	Time Line	Budget
1. Install T-1 line into Library with Fiber Optic cabling to every building on campus Investigate use of VATEA funds, JTPA, and general funds	A. Guyer, Information Systems J. Raubolt, K. Bruce & Committee	1996-1999	$53,000 $300,000
2. Hire Campus Technology Director and Project Leader	K. Bruce with District Information Services Technology committees	1997-1999	$129,000
3. Install 5 computers in Library with Server for Campus Service		Fall 1996	$37,000
4. Assess campus wide technology needs			Printing and Personnel time $300

Goal: To develop a REPLACEMENT AND ACQUISITION OF EQUIPMENT process for the next four years.

Activities	Responsible	Time Line	Budget
1. Determine highest priority for one year. Have line item budget for technology as part of the yearly budget for replacement and acquisition. 2. Assess needs of campus through a survey and use of the Instructional Quality Assessment documents.	Campus Technology committee	Spring 1996 Spring 2000	$200,000 a year for 25% of 800 stations replaced per year with new acquisition

Goal: To build A TECHNOLOGY STAFF to support the technology needed for a strong learning community.

Activities	Responsible	Time Line	Budget
1. Hire a Campus Technology Project Leader Range 51	Committee	1996-1997	$53,000
2. Hire 40 hour Lab Assistants for the following areas: North Computer Lab Health Science Lab Graphic Lab	Each Lab Manager and Team	1996-1999	$60,000
3. Hire a Chief Technology Officer	Campus Computer Team	1997-1998	$76,000

Goal: To provide SUPPORT SERVICES FOR PERSONNEL AND MAINTENANCE in technology.

Activities	Responsible	Time Line	Budget
1. Provide support services for PARS, Electronic Attendance	District Information Services	Day to day	
2. Provide maintenance for daily operation	Same		
3. Provide personnel to increase access for use of hardware and software	Campus. Each area		
4. Provide experts in the labs to assist students with curriculum goals	Each area		
5. Evaluate support services yearly for meeting needs of each area			
6. Standardize equipment and software where practical to increase support efficiency			
7. Provide services via remote access when possible			

APPENDIXES

Computer Stations
Spring 1996

Location	Computers	Staffing
Business/CIA	*90* - 486s	FT Coordinator Assigned Instructors POL Tutors
Business/OA	*43* - 386s, Pentiums	FT Coordinator Tutors Instructors POL
Automotive Technology	*10* - Xts, 386s, 486s, Pentium	Instructors with class
Photography	*10* - 386s, 486s	Lab Tech Instructors with class
Health Science	*24* - 386s	Special Funded Tech
Geology Lab	*7* - MACs	Instructor with class
North Computer Lab	*47* - 486s,	Tutors Technical Manager
Learning Center	*31* - Xts, Apples, IIC	FT Coordinator
Graphic Art	*10* - 286s *4* - 486s *4* - Macs	Instructors assigned as POL

Classrooms

JTPA Business Room 108	*30* Pentiums	With Instructor
Office Automation	*60* - 286s, 386s	With Instructor
Court Reporting	*90* - XTs	With Instructor
Journalism	*4* - MACS, 286, 386	With Instructor Produces the Paper

Non Instructional Computers Available

Location	Computers	Supervision
SEDC/EOPS	*14* - XTs, 286s 486s	Tutors
Roosevelt Center	*8*	Tutors

Administrative

Location	Computers	Use
President's Office	*4* Pentiums	Word Processing, Omni Mail, Internet
Executive VP	*5*	WP, Spreadsheet, Omni Mail, Internet
Foundation	*3*	WP, Spreadsheet, Databases, Omni Mail
Instructional Services	*11*	WP, Data bases, Omni Mail, PageMaker
Instructional Dev	*3*	WP, Spreadsheet, Databases, Omni Mail, Internet
Library	*6*	Data Bases, WP Internet, Omni Mail, WP
Counseling with Sec	*24*	WP, Omni Mail, Screens
Admission and Records	*13* stations *10* dummies	WP, Omni Mail, Screens
Divisions with Office Managers	*24*	WP, Omni Mail, Screens
PE Staff	*3*	
Roosevelt Center	*22*	
Health Center	*2*	
EOPS/SEDC	*17*	
Bookstore	*4*	

Media Center	*7*	
Financial Aid	*10*	
Student Activities	*6*	
JTPA Offices	*2*	
Children's Center	*1*	
Maintenance and Operations	*3*	
Placement	*2*	
Bursar	*4*	
Electronic Attendance	*8*	Software Specific

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